

**Texas Education Agency  
Standard Application System (SAS)**

<b>2018-2019 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1</b>		
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	<b>FOR TEA USE ONLY</b> <b>Write NOGA ID</b> <small>Place date stamp here.</small> <div style="text-align: right; font-weight: bold; transform: rotate(90deg);"> RECEIVED  TEXAS EDUCATION AGENCY  MAY - 1 PM 4: 07 </div>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018	
<b>Submittal Information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  <div style="text-align: center;">           Document Control Center, Grants Administration Division            Texas Education Agency, 1701 North Congress Ave.            Austin, TX 78701-1494         </div>	
<b>Contact Information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>	

**Schedule #1—General Information**

**Part 1: Applicant Information**

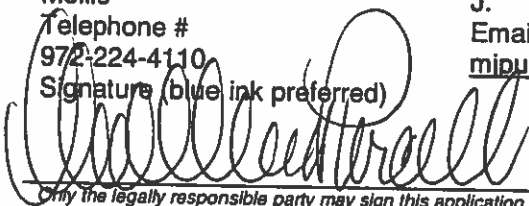
<b>Organization name</b>		<b>County-District #</b>	<b>Amendment #</b>	
Faith Family Kids, Inc. (Waxahachie Faith Family Academy)		070801		
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>		
070801	10	940165871		
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>
1608 Osprey Drive		Desoto	TX	75115
<b>Primary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Amanda		Subjinski	Chief Financial Officer	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
817-903-6157	<a href="mailto:asubiinski@faithfamilyacademy.org">asubiinski@faithfamilyacademy.org</a>		972-224-4133	
<b>Secondary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Shirley	M.	Heitzman	Executive Director of Development	
<b>Telephone #</b>	<b>FAX #</b>			
972-802-4818	<a href="mailto:sheitzman@faithfamilyacademy.org">sheitzman@faithfamilyacademy.org</a>		972-224-4133	

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Mollie	J.	Purcell	Superintendent
Telephone #	Email address		FAX #
972-224-4110	<a href="mailto:mipurcell@faithfamilyacademy.org">mipurcell@faithfamilyacademy.org</a>		972-224-4133
Signature (blue ink preferred)			Date signed



4/30/18

Only the legally responsible party may sign this application.

701-18-111-124

**Schedule #1—General Information**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):	End date (MM/DD):
<b>Section 2: Applicant Organizations and the Texas Statewide Single Audit</b>	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

**However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.**

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of <b>August 1, 2018 and no later than September 4, 2018.</b>

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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<b>Schedule #2—Required Attachments and Provisions and Assurances (cont)</b>	
County-district number or vendor ID: 070801	
Amendment # (for amendments only):	
<b>Part 3: Program-Specific Provisions and Assurances</b>	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	070801 Waxahachie Faith Family Academy	Mollie J. Purcell	972-224-4110 mjpurcell@faithfamilyacademy.org	\$514,084
<b>Member Districts</b>				
2.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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On this date:

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By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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By TEA staff person:



**Schedule #4—Request for Amendment**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Faith Family Academy (FFA)**, an open-enrollment charter school, is jointly submitting this application with the YMCA of Metropolitan Dallas (YMCA) in order to **significantly expand accessibility to engaging, evidence-based afterschool and summer programming** to the **highest-need students and families** in schools and communities who would not otherwise be served. If funded, this project will provide an additional **531 hours or 66 days/year** of high-interest, evidence-based academic assistance, enrichment, parent/family engagement, and college/workforce readiness activities to an estimated **250 students and 375 parents** at **2 campuses in the Dallas area** that serve some of the **highest concentrations of students at the greatest risk of academic failure**. The project will support campus and district goals to **increase student achievement, attendance, positive behavior, grade promotion rates and college/workforce readiness** by ensuring that FFA's low-income, high-need students benefit from intensive academic assistance and targeted interventions, creative academic enrichment activities, physical education opportunities, and a wide variety of high-interest enrichment activities that supplement and support their regular academic school-day curriculum. **Demographics/Defined Goals.** This project **targets services** to students and families at two campuses with some of the **highest concentrations of students at risk of academic failure** in North Texas. FFA serves 2,511 PreK-12 students at 2 campuses: Oak Cliff Campus (2,211 PreK-12 students) and Waxahachie Campus (300 PreK-8 students), but draws students and families from 19 municipalities across two counties. The **Waxahachie Campus** is a **2017–2018 Focus School** with an "at-risk" population of 70.7%, greater than the state average of 50.3%. **98.7%** of students in the district are **economically-disadvantaged**, **83%** of all FFA students are considered **at-risk**, **95.8%** of students are **ethnic minorities**, and **53.9%** of students are **English Learners**. Only **49%** of students **met standard on state performance exams** in 16-17. Many students come from "communities of concentrated poverty", characterized by a high concentration of families below the poverty line, single-parent, minority, or under-educated residents, such as in Oak Cliff, where **44.35%** of residents earn less than \$25,000 a year; **23%** have **not graduated high school**; and **21.55%** are **single parents**. **Needs Assessment.** Strong parent and student desire for afterschool and summer programming at FFA instigated district and campus leaders to delve deeper into the needs for afterschool/summer programming through a needs assessment process to pinpoint gaps/barriers to services; identify programmatic and activity preferences; locate campus and community resources; and determine programming and funding needs based on information from multiple objective data sources as well as input from parents and students, campus and district leaders and community partners. A **Community Advisory Council** of representative stakeholders will create an ongoing process throughout the life of the project to review program successes and challenges, and ensure that student and parent voice and choice continue to inform program changes and improvements. **Management Plan.** FFA is submitting this application in partnership with the YMCA to unite FFA's academic expertise with the Y's significant expertise in developing, staffing, and evaluating high-quality, engaging enrichment programs (See attached MOU). A highly-qualified Project Director (PD) will be hired to oversee the implementation of the project; a Family Engagement Specialist (FES) will expand accessible, informative parent engagement activities; and one Site Coordinator (SC) per site will manage the design and implementation of all center-level activities. A Project Management Team (PMT) will consist of the PD, FES, SCs, campus administrators, and members of senior leadership from both organizations. **Evaluation.** Evaluation of FFA/YMCA ACE Centers will be conducted by an **independent evaluator**. Formative and summative evaluation processes will address whether or not activities are being implemented as planned; the project is making progress towards achieving its objectives; and services are positively impacting proposed outcomes and objective performance measures, including school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. **Budget Development Process.** The project was developed by a project planning team with leaders from both organizations in consultation with campus principals. The budget was developed based on funding needs identified in the comprehensive needs assessment, including student achievement gaps and parent needs, programmatic and activity interests of parents and students, and barriers to participation. The budget development process also included a comprehensive review of current district, campus, and community resources and assets, to identify in-kind and matching funding to support project sustainability efforts. **TEA and Statutory Requirements:** Prior to submission, this grant was thoroughly reviewed and cross-checked by FFA's Chief Financial Officer and the Executive Director of Development to ensure that responses in each section completely and accurately answer all TEA and statutory requirements. **Ongoing Commitment to Program:** 100% of FFA Board of Directors have endorsed the goals and ongoing sustainability of the project in a **written letter** that provides a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time (See attached).

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 070801			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$103,400	\$5,170	\$108,570
Schedule #8	Professional and Contracted Services (6200)	6200	\$250,342	\$12,517	\$262,859
Schedule #9	Supplies and Materials (6300)	6300	\$87,082	\$4,354	\$91,436
Schedule #10	Other Operating Costs (6400)	6400	\$48,780	\$2,439	\$51,219
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$489,604	\$24,480	\$514,804
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$489,604</b>	<b>\$24,480</b>	<b>\$514,084</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$489,604
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$24,480
This is the maximum amount allowable for administrative costs, including indirect costs:					\$24,480

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 070801			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)		1	\$46,800
5	Site coordinator (required) – In 6200 YMCA Contract Budget (2 Site Coordinators)			\$
6	Family engagement specialist (required)		1	\$0
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$0
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$36,250
25	6121	Support staff extra-duty pay		\$ 2,250
26	6140	Employee benefits		\$18,100
27	Subtotal substitute, extra-duty, benefits costs			\$56,600
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$103,400

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 070801		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Contract with YMCA of Metropolitan Dallas to provide afterschool enrichment and Summer Program services beyond the scope of campus teachers, includes 2 Site Coordinators @ \$35,360+benefits (required by grant)	\$239,842
2	Independent, 3-party Evaluation - \$3,000 per Center	6,000
3	Professional Development on Data Collection & Reporting for project and center staff	4,500
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$250,342</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$250,342</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 070801		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$87,082
<b>Grand total:</b>		<b>\$87,082</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 070801		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$2,555
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$13,795
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$32,430
<b>Grand total:</b>		<b>\$48,780</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 070801			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$0
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$0
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's in education or related field, Master's pref; strong organizational, time management, written & verbal communication/interpersonal skills; experience in an educational setting; supervisory, budget management, data reporting, and info. management systems experience; competence in program dev, marketing, implementation and eval; bilingual (English/Spanish) pref.
2.	Site Coordinator(s)	Bachelor's in education or related field preferred; 1 year experience in a supervisory role working with at-risk children and families; experience in staff leadership, planning & organization, effective communication skills; knowledge of schedule creation and working part of a larger team and knowledge of community resources; bilingual (English/Spanish) pref.
3.	Family Engagement Specialist	Bachelor's degree in social work, education, or related field; Master's pref. Experience with parent/family involvement and working in the communities served; knowledge of community resources and ability to expand community partnerships; strong communication/interpersonal skills. Ability to work flexible hours to accommodate flexible program schedule. Bilingual pref (E/S)

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase student academic performance by providing academic supports	1. Students at risk of academic failure ident, recruited	08/01/18	06/7/19
		2. Coordinate ACE academic supports with teachers	08/01/18	08/15/19
		3. Students receive intensive academic supports	09/04/18	08/15/19
		4. At least 90% of targeted st. attend 45+ days	09/04/18	08/15/19
		5. Continuous improvement plan based on sem. data	12/15/18	8/15/19
2.	Improve student attendance by engaging students and parents in programming	1. Implement extensive ACE marketing/outreach plan	08/01/18	06/7/19
		2. Finalize engaging enrichment programming	08/01/18	08/15/19
		3. Students engaged in enrichment programming	09/04/18	08/15/19
		4. Parent/family engagement activities/involve. Starts	09/04/18	08/15/19
		5. Continuous improvement plan based on sem. data	12/15/18	8/15/19
3.	Improve student behavior by engaging students and parents in programming	1. Students engaged in enrichment programming	09/04/18	06/7/19
		2. At least 90% of targeted st. attend 45+ days	09/04/18	08/15/19
		3. Parents participate in parent/family eng. activities	09/04/18	08/15/19
		4. Social/emotional learning promoting healthy choices	09/04/18	08/15/19
		5. Continuous improvement plan based on sem. data	12/15/18	8/15/19
4.	Improve student promotion rates by providing academic supports	1. Targeted evidence-based academic supports	09/04/18	06/7/19
		2. STAAR aligned tutoring and test prep	09/04/18	08/15/19
		3. Enrichment activities that complement schoolwork	09/04/18	08/15/19
		4. College and career awareness activities provided	09/04/18	08/15/19
		5. Parent/fam. eng. activities on grade transitions	09/04/18	8/15/19
5.	Improve student graduation rates through college/workforce readiness	1. Serve students most in need of academic support	08/01/18	06/7/19
		2. Students received personalized instruction/tutoring	09/04/18	08/15/19
		3. Career exploration and college preparation	09/04/18	08/15/19
		4. Parents participate in trainings/events on grade-level transitions and college/workforce readiness	09/04/18	08/15/19
		5. Continuous improvement plan based on sem. data	12/15/18	8/15/19

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.****For TEA Use Only**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families.

**NEEDS ASSESSMENT.** In response to numerous parent and student requests for afterschool and summer programming, FFA conducted a **comprehensive needs assessment** to identify **community and campus needs and assets** in the area of out-of-school-time programming, to pinpoint **gaps/barriers to services**, identify **high-interest activity types**, locate **campus and community resources**, determine **programming and funding needs**, and avoid duplication of services. The needs assessment included review of district & campus improvement plans; school and community economics/demographics; student achievement gaps (in compliance with FERPA); campus needs and assets; community needs and assets; parent surveys; and informal input from school leaders, teachers, parents, students, and community partners. **Multiple objective data sources were consulted**, including: annual state standardized test scores (STAAR-EOC); Texas Academic Performance Reports (TAPR) by campus and district; Public Education Information Management System (PEIMS); student-level data from school records; and U. S. Census Bureau Data. **Future updates** to this process will include additional data gathered through **student and parent voice and choice instruments** and input from satisfaction surveys administered to students, parents, partners, teachers, program volunteers, school and district leaders. Based on the needs assessment, FFA realized the need to expand capacity to provide engaging, enrichment programming and has initiated a relationship with the YMCA. A Project Planning Team (PPT) has been recently built, which consists of the Assistant Superintendents of Curriculum & Accountability, School Leadership, and Support Services; the Executive Director of Development from FFA; and the Associate Vice President of School-Age Services from the YMCA to develop the FFA/YMCA ACE Centers, in consultation with FFA **campus leaders** and instructional, data, finance, and operations personnel from FFA, to address the needs below.

**CAMPUS/COMMUNITY NEEDS.** Founded almost thirty years ago, FFA is a non-sectarian, public charter school district in North Texas whose **mission is to empower and educate the whole child for a lifelong success as a responsible leader in the community**. FFA serves 2,511 PreK-12 students at two campuses: Oak Cliff (2,211 PreK-12 students) and Waxahachie (300 PreK-8 students), but draws students and families from 19 municipalities across two counties. The **Waxahachie Campus is a 2017–2018 Focus School** with an “at-risk” population of 70.7%, greater than the state average of 50.3% (Priority Points). **98.7%** of students in the district are **economically-disadvantaged**, almost **40 percentage points higher** than the state average of 59%, with little or no additional resources for academic/enrichment activities outside of those available during or after school; **83%** of all FFA students are considered **at-risk** due to various social, economic, and academic factors (state average 50.3%); **95.8%** of students are **ethnic minorities**, populations historically underserved by PK-12 and higher education; **53.9%** of students are **English Learners**, **33.6 percentage points higher** than the state average. Only **49%** of students met standard on state performance exams overall according to 16-17 TAPR report data. The needs assessment identified **students in Grades 2-8 as most in need of academic supports**: Elementary students scored significantly below state results: only 57% met STAAR standards in Reading and 55% in Math respectively (compared to 65% and 74% for Texas). Only 71% of middle school students met STAAR-EOC standards in Reading/ELA and 72% in Math, respectively (compared to 82% and 87% for Texas). The majority of students at both campuses come from challenging circumstances and multi-generational poverty. Many students and families live in **Communities of Concentrated Poverty (CCPs)**: communities where there is a high concentration of families that live below the federal poverty line. These communities typically have a high percentage of African American, Hispanic, single-parent, and under-educated residents, such as in Oak Cliff (South Dallas), where **44.35%** of residents earn less than \$25,000 a year; **23%** have **not graduated high school**; and **21.55%** are **single parents**. Research shows that families living in CCPs experience the **negative impacts of poverty**, including unemployment, inadequate childcare, community crime, and drug/alcohol abuse. Research shows that health issues are higher in CCPs and that children living in CCPs face higher levels of stress and behavior problems and score lower on academic achievement tests. A 2016 report by the Afterschool Alliance, *America After 3PM Special Report: Afterschool in Communities of Concentrated Poverty* found that the need for out-of-school-time learning programs is especially urgent for children in CCPs, who benefit academically, socially, emotionally and physically from these programs. Nationally, **42% of parents living in CCPs reported that afterschool programs were not available** in their community. Local needs assessment data confirmed a **lack of affordable, accessible, high-quality out-of-school time programming for low-income parents in Oak Cliff and Waxahachie**. Informal feedback from students and parents show a strong desire for safe, high-quality afterschool and summer programming. Parents have indicated a desire for trainings on how to help their children learn at home (80%). Parents and students need information and support to successfully make academic and social grade transitions, as well as early college awareness and readiness training and supports.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

The **Applicant/Fiscal Agent**, Waxahachie Faith Family Academy (FFA), is jointly submitting this grant application with the YMCA of Metropolitan Dallas (YMCA), a non-profit partner. The YMCA is a Community-based organization/Non-Profit Organization (CBO/NPO), an eligible entity under the grant application guidelines. The 21st CCLC Project between FFA and the YMCA is a "jointly submitted partnership between a district and a nonprofit" that "expands the capacity of both of organizations to achieve program goals and increase the scope or quality of services that could be provided by either of our organizations alone" (Partnership Priority Points). This partnership will establish **Faith Family Academy/YMCA Afterschool Centers for Education (ACE)** at FFA's Oak Cliff and Waxahachie campuses in order to **significantly expand accessibility** to engaging, evidence-based academic and enrichment programming to the **highest-needs students and families** in schools and communities which would not otherwise be served. FFA will provide campus-based and teacher led-academic assistance programming and the YMCA will provide enrichment programming.

As the fiscal agent, FFA will ensure appropriate Project Management, will employ the Project Director and the Family Engagement Specialist (FES); will recruit, direct, and manage the Community Advisory Council; will recruit and manage student attendance and participation; will ensure the program's compliance with all Texas ACE© requirements, data collection, and program structures; will contract the external evaluator to provide an objective assessment of program effectiveness; and will ensure timeline reporting of all data and metrics to TEA in accordance with the project's timeline.

The YMCA's vast experience **providing safe, engaging afterschool and summer programming** for students make it the ideal partner for this 21<sup>st</sup> CCLC program. The YMCA will supplement campus-based and teacher led-academic assistance programming with **enrichment programming**. Since its founding in 1885, the YMCA has focused on helping people develop a healthy spirit, mind, and body and is well known as a high-quality provider of active, engaging afterschool and summer enrichment activities. The YMCA operates 19 branches, two camp facilities and 300 program sites across seven counties in Dallas. Each year, over 100,000 people participate in programs such as Afterschool, Youth Sports, Swimming Lessons, Youth and Government, Summer Camp, Adventure Guides, and many other programs. The YMCA has a significant focus on after-school and out-of-school time programs for school-aged children, currently serving approximately 3,000 youth a day, Pre-K through 8<sup>th</sup> grade, at 74 sites across the Dallas metropolitan area. The YMCA's afterschool program is unique from other afterschool programs because of the partnership with the school districts that they serve. The programs are located directly within the schools they serve, which **saves on infrastructure and transportation costs**. With a strong collaborative nature with various community organizations, the YMCA has the **capacity to serve more children** in afterschool programs within Greater Dallas, and a **strong staffing infrastructure** to support the oversight and expansion of out-of-school time programming through this partnership. All YMCA school-age programs are licensed by the Texas Department Family & Protective Services (TDFPS) and operate at a **1:15 staff to student ratio**, well below the ratio of 1 to 26 required by the state of Texas. The YMCA will hire, supervise, and manage the Site Coordinators at each Center. A Senior Program Director and the Executive Director of School Age Services and will supervise and support the Site Coordinators in the project, as well as work with the FFA/ACE Project Director and campus administrators to ensure the success of day-to-day programming. YMCA afterschool enrichment activities are based on **evidence-based programming** such as: CATCH® (physical fitness), Love and Logic®, Sanford Harmony™ (social/emotional), Know Before You Go, and National Afterschool Association HEPA standards (healthy eating and physical activity). The YMCA has numerous long-term **partnerships** to support out-of-school time programming, including relationships with many community organizations such as: Boys & Girls Club of Greater Dallas, Dallas Police Department, Girls, Inc., National 4H, United Way, and YMCA of the USA. **Community partners and volunteers** will be recruited to serve as volunteers for hands-on and interdisciplinary enrichment activities. YMCA is uniquely qualified to partner to ensure the success of the FFA/YMCA ACE Program, as well as support efforts to ensure the sustainability of the project. The YMCA has significant experience in project oversight, budgeting, and data collection and evaluation of large grant-funded projects, and will work closely with FFA to ensure that all project budgetary, data collection, and evaluation requirements are met throughout the life of the project.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The FFA/YMCA ACE Centers are designed to increase student achievement, attendance, positive behavior, grade-promotion and college readiness for 2-8<sup>th</sup> grade students by providing: (a) **academic assistance** to students to accelerate learning; (b) **enrichment activities** for students that cultivate the values, skills and relationships that lead to the positive behavior and increased attendance that improve academic achievement; (c) **parent and family support services** that increase parent and family support for student achievement and college/workforce readiness; and (d) **college and workforce readiness activities** that ensure students and families are prepared for students to go on to higher learning and success at the university of their choice.

**Improve Academic Performance & Promotion. Targeted students in need of remediation, in danger of failing, or with recent academic failures,** will participate in **intensive, academic remediation and acceleration activities** tightly linked to students' academic needs and the school day curriculum 1 hour/day. Teachers, campus administrators, and district instructional staff will analyze student achievement data, grades, progress reports, STAAR benchmarks, etc. to identify **students most at-risk of academic failure**, and target, recruit, and enroll these students most in need of academic support into the program. Teachers will plan, implement, and evaluate content-specific tutorials as appropriate to each grade level and provide academic assistance activities appropriate to all achievement levels (remediation, acceleration, etc.). The program will provide time for individual and small group homework help; offer STAAR test prep; provide opportunities to learn and integrate project-based learning into activities; make interdisciplinary connections between and among academic courses (ex: STEAM); and provide opportunities to engage in authentic learning experiences that also build college and workforce readiness skills. The program will publicly and privately acknowledge, celebrate, and reward student achievement gains in order to increase student motivation. The Family Engagement Specialist will ensure that culturally-and linguistically-responsive training, classes, and resources are provided to help parents support their children's academic success and career readiness.

**Increase Attendance and Positive Behavior.** The project will increase attendance and positive behavior by providing **engaging, evidence-based enrichment programming** that supports students to cultivate the values, skills and relationships that lead to positive behaviors, better health and educational achievement. In YMCA afterschool enrichment program, students will engage in physical, learning and imaginative activities that encourage them to explore who they are and what they can achieve, in a safe environment that nurtures imagination, innovation and discovery. Students will have the opportunity to participate in STEM activities (Science, Technology, Engineering, & Math), a variety of literacy activities, healthy eating and fitness activities, and cultural exploration and career discovery activities. The YMCA utilizes numerous evidence-based curricula, such as CATCH® (Coordinated Approach To Child Health), with over 100 peer-reviewed studies showing a decrease in obesity; D.E.A.R (Drop Everything And Read), Brain Champs; Love and Logic®; and the Sanford Harmony™ socio/emotional curriculum. **Parents and families** will improve their support of their children's education as they participate in **culturally- and linguistically- responsive workshops** such as: parenting skills, how to motivate children, the importance of attendance, and information on family-supportive resources in the community, based on parent interest as indicated in parent voice and choice instruments. Selected FFA teachers may also offer additional non-core athletic clubs, arts (music, drumming, dance), based on student interest.

**Improve college/workforce readiness of students and families.** An important goal of the project is to increase student college and workforce awareness and to increase parental involvement and understanding of the college application, enrollment, financing, and persistence process. By increasing student academic performance in reading and math, students will be on track to stay in school, be prepared for advanced-level courses, graduate, and be prepared for college or a career. The project will provide students with college and workforce exploration activities as well as academic supports that build workforce skills such as teamwork and critical thinking. The project will support parents and families by providing on college and career readiness workshops, including academic expectations for college and career-readiness, especially on elementary and middle school grade-level transitions critical to success.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation.

The FFA/YMCA ACE Centers are based upon a comprehensive array of best practices based on research from high-quality afterschool and summer programs, evidence-based academic and enrichment strategies, and research-based parent/family engagement and involvement strategies. **ACADEMIC PERFORMANCE & ACHIEVEMENT:** Numerous studies demonstrate that students who participate in after-school programs achieve higher grades and higher standardized test scores than students who do not participate in afterschool programs (Fletcher, Nickerson, & Wright, 2003; NICHD Early Child Care Research Network, 2004). Academic interventions, enrichment, tutoring and homework support activities has been proven by research to increase student achievement. Consistent participation in high-quality afterschool programs has been shown to help students improve their **work habits** and **demonstrate higher levels of persistence**, and help to **close the achievement gap** that exists between children from low-income families and their more affluent peers (Afterschool Alliance, Afterschool in Communities of Concentrated Poverty, 2016). Academic supports will incorporate **hands-on, project-based learning strategies** that research indicates are more authentic and engaging, help students make interdisciplinary connections between academic courses, and provide authentic learning experiences that build college readiness and workforce skills. Academic supports for **English Learners** will provide extra time for direct language instruction and practicing oral language skills, and the flexibility for teachers to differentiate support to meet the language and learning needs of English Learners ([http://www.afterschoolalliance.org/issue\\_49\\_ELLs.cfm](http://www.afterschoolalliance.org/issue_49_ELLs.cfm)). **POSITIVE YOUTH DEVELOPMENT: Attendance, Student Engagement, and Positive Behavior.** A 2013 report by the American Institutes for Research found that students attending Texas' 21st CCLC programs improved their school-day attendance levels. Encouraging attendance by offering exciting programming that engages students varied interests is one of the most noticeable benefits that afterschool programs provide. Children begin to see the link between what they are learning during school and in their afterschool programs, and understand that in order to fully enjoy afterschool, they have to attend school as well. Teachers of students participating in Wisconsin 21st Century Community Learning Centers programs reported more than two-thirds improved their class participation, 60 percent saw improvements in their **motivation to learn** and 55 percent **improved their behavior in class** (Afterschool Alliance, Evaluation Backgrounder, March 2015). A 2016 Afterschool Alliance Report found that an overwhelming majority of parents living in communities of concentrated poverty agree that afterschool programs can help their child **develop social skills** (86 percent), **gain workforce skills** such as teamwork and critical thinking, and **improve his or her school day behavior** (77 percent) and **attendance** (74 percent). They also agree that **programs can excite their child about learning** (79 percent) and **reduce the likelihood that youth with engage in risky behaviors** (83 percent). This matches with substantial evidence from the current body of research that afterschool learning programs promote **positive social and behavioral outcomes**, such as gains in social skills with peers, pro-social behavior, and reductions in aggression, and illegal substance abuse (Shernoff & Vandell, 2009). **Summer Programs.** Summer learning programs often play a critical role during the summer months to inspire learning, provide academically enriching activities, keep kids safe and healthy, and support working families. Taking part in summer learning programs is another important outlet for children in communities of concentrated poverty to engage in learning experiences, be physically active and have access to healthy foods. Research has found that during the summer, **children from low-income families can lose approximately two months of reading and math skills—what has been referred to as the “summer slide,”** and summer programs help prevent this ([http://www.afterschoolalliance.org/AA3PM/Concentrated\\_Poverty.pdf](http://www.afterschoolalliance.org/AA3PM/Concentrated_Poverty.pdf)). **PARENT & FAMILY ENGAGEMENT.** Researchers have found that there is a positive relationship between children's school success and their parents' involvement in their education. Children whose parents are involved in their education do better across various developmental domains, including increased cognitive and emotional development (Harper & Pelletier, 2010). The Family Engagement Specialist will incorporate parent and family engagement activities based on Joyce Epstein's research on effective parental engagement/involvement activities such as: (a) provide culturally and linguistically responsive training, classes, referrals and resources to help parents engage in their children's education and career readiness, including parenting and life skills; (b) communicate with families about the program and student progress; (c) involve families as volunteers and audiences at the school in FFA/YMCA ACE program activities; (d) involve families with learning activities at home, including afterschool curriculum-linked activities; (e) include families as participants in school decisions and advocacy through the Community Advisory Council; and f) connect families to community health and human services, employment, and educational resources.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The FFA/YMCA ACE Centers are designed to meet Texas ACE® objectives to increase student achievement, attendance, positive behavior, and college/workforce readiness. The project will provide a comprehensive out-of-school program that offers a wide array of supplemental academic and enrichment opportunities to FFA students and their families, particularly **students identified as at-risk of academic failure**, through a **no-cost Afterschool Program and Summer Program**. In collaboration with the YMCA and the 2 participating campuses, the project will provide **35 total weeks** of programming that incorporates academic assistance, enrichment activities, parent and family support services, and college and workforce readiness activities. During the school year (fall/spring) the **Afterschool Program** will provide programming for **29 weeks, 15 hours per week**, Monday-Friday, 3 hours per day at both campuses. The **Summer Program** will provide services **6 weeks in the 4 hours a day, 4 days a week** (split 4 weeks in June 2019/2 weeks in August 2019). The program will begin **September 4, 2018** and continue through the summer of 2019. Students will be supervised at all times by qualified staff at **adult to student ratios** that meet or exceed state required ratios as applicable. Afterschool academic assistance activities will be at a **1:10 ratio** with a licensed teacher. All YMCA school-age programs are licensed by the Texas Department Family & Protective Services (TDFPS) and operate at a **1:15 staff to student ratio**, well below the ratio of 1 to 26 required by the state of Texas. The project will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. **Fine tuning of program activities, including customization of each program by campus**, will take place at the beginning of the funding period and the end of each term (Fall, Spring, Summer) as additional data from student interest surveys and parent/student satisfaction surveys (student and family voice and choice) are taken into account. The **FFA afterschool academic instructional program** is designed to deliver quality content by: (a) **Setting of clear goals** for content area practice: Campus administrators and instructional coaches will develop and adjust an afterschool instructional calendar correlated to grade level and content specific Texas Essential Knowledge and Skills (TEKS). Goals and targets will be explicit and aimed for **mastery of lesson objectives**. (b) **Alignment of practice content materials with state standards:** Instructional materials utilized during the afterschool program are aligned with the TEKS. These resources for lesson design include: IStation, Imagination Math, StemScopes, and Texas Gateway. All lessons will ensure that Curriculum, Instruction and Assessment are aligned. In addition, afterschool activities will be linked between practice content activities and day-school activities in order to show student academic improvement in coursework, course grades, performance on state assessments, and promotion. (c) **Use of research-based curriculum and teaching strategies:** Blended Learning, Project Based Learning, and Personalized Learning will be utilized in lesson design in order to meet 21<sup>st</sup> Century Skills. Campus Instructional Coaches and District Curriculum coordinators will ensure alignment of research-based activities to achieve goals. (d) **Provision of a positive program environment:** The afterschool program will employ motivational strategies to engage students in learning and promote student engagement (e.g., encouraging meaningful experiences). Instructional programs such as Project lead the Way, Motivational Math/Reading/Science (Mentoring Minds), and BrainPop will be utilized for their research based nationally recognized programs. The **YMCA Afterschool Enrichment Program** will provide academic, physical, and social enrichment activities to children in a safe environment. This program creates an environment that nurtures imagination, innovation and discovery. The Y afterschool program provides curriculum that fosters critical thinking through topics and activities such as STEM, games, arts and crafts, health and wellness, cultural exploration and career discovery. Students are engaged in hands-on, non-competitive learning experiences which promote the development of strong character values and social skills, encourage curiosity and engaged learning, and help students stay healthy and active. The YMCA employs a **full-time Afterschool Curriculum Writer** to guarantee that afterschool enrichment activities are high-quality, aligned to the TEKS, and employ engaging, hands-on activities. Y enrichment activities use **evidence-based programming** such as: CATCH® (physical fitness), Love and Logic®, Sanford Harmony™ (social/emotional), Know Before You Go, and National Afterschool Association HEPA standards (healthy eating and physical activity). CATCH (Coordinated Approach to Child Health), involves a physical fitness activity or game that gets students active for at least thirty minutes. Student can also participate in D.E.A.R (Drop Everything And Read), and Brain Champs (Math and Literacy activities). Afterschool programs are critical to sparking students' interest in STEM which research shows can, in turn, lead to increased knowledge and skills in specific STEM domains. The Sanford Harmony social/emotional curriculum fosters positive youth development through social and emotional learning (SEL), where students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Faith Family Academy has strong internal and external communications, marketing, and dissemination avenues, and will utilize all of these to their fullest potential to recruit students and families into the program; deeply engage parents and families in informative and accessible parent involvement activities; and share the successes of the program with parents, students, staff, partners, and community members. The Project Director, Family Engagement Specialist, Site Coordinators, and district and campus administrators, teachers, and staff will all participate in disseminating information about the project to students, parents, the school community and partners in different ways.

**RECRUITING STUDENTS AND FAMILIES.** In order to effectively recruit students and families to the program, Project Management Team members will **disseminate information the purpose of the program**, information regarding the **benefits of the program** to students and families, and information about **center activities and the days, hours, and location of each center** about the 21<sup>st</sup> CCLC program to students, parents, and families. Additionally information about the Centers will be available at each of the campuses and distributed via flyers and weekly parent newsletters (in English and Spanish sent electronically and on paper); campus/district website; announcements made during parent meetings; and automated calls to parents who opted in to the district call-out system. The Family Engagement Specialist will work with the Project Director, Site Coordinators, campus principals and teachers to recruit families to participate in the program through the following specific activities each term (Fall, Spring, Summer) of program operations by announcing notice of grant award to parents and families of the FFA learning community; planning and scheduling recruitment of students and families into program; and advertising/notifying/inviting student and family participation by email/flyer/text/calls.

**PARENT/FAMILY ENGAGEMENT.** In addition, the Family Engagement Specialist will disseminate information about new and expanded parental engagement opportunities, including culturally and linguistically responsive training, classes, referrals and resources to help parents engage in their children's education and career readiness, including parenting and life skills; communicating with families about the program and student progress; involving families as volunteers and audiences at the school in FFA/YMCA ACE program activities; involving families with learning activities at home, including afterschool curriculum-linked activities; including families as participants in school decisions and advocacy through the Community Advisory Council; and connecting families to community health and human services, employment, and educational resources. The FES will plan, schedule, and implement new parent involvement opportunities and activities, as well as plan and schedule recruitment of parents and families into activities; and work with Project Evaluator to gather participant feedback in order to adjust program activities based on feedback.

**SHARE PROGRAM SUCCESS.** In order to **share the program's success**, program information will be disseminated at school district board, school/faculty, and district leadership team meetings and by letters to parents (in English and Spanish), announcements made during parent meetings, campus/district websites, local community newspapers, and social media, such as Facebook, Twitter, and Instagram. In addition to making the project's program structure and findings available to the public through regular reports, FFA regularly hosts site visits from community partners and donors, and will open Center sites to periodic, pre-arranged tours for parents and potential program partner, vendors, supporters, and donors. Program successes will also be promoted through the Community Advisory Council, in order to increase awareness of project successes and support for future opportunities with parents, students, community partners, and potential supporters. The YMCA will promote program successes and impacts through various communications channels, as appropriate, such as YMCA website and social media communications, annual meetings and stakeholder events, electronic and paper communications and materials, as appropriate. The Texas ACE® logo will be included in all outreach and communication materials and FFA will comply with Texas ACE® branding guidelines. Program staff will also disseminate information via program trainings and meetings with TEA and Texas ACE staff, as well as at state conferences and learning sessions.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Afterschool Program.** All afterschool program activities will occur in a **safe environment** at the FFA Oak Cliff and Waxahachie campuses. The Oak Cliff Campus is a PK-12 campus, and the Waxahachie Campus is a PK-8 campus. Since the majority of program activities will be offered at the students' home campuses of record, they will not have to be transported to an alternate site to attend the afterschool program. At school dismissal, students will leave their regular classroom and go straight to the cafeteria (or appointed area) to check in afterschool at the FFA/YMCA ACE Center. All students will be checked in and out electronically every day for immediate, real-time tracking that will improve the accuracy of data tracking and minimize administrative data entry. At the Oak Cliff campus, where busing is not provided, the majority of parents are used to dropping off their children at school in the morning and picking up their children afterschool. At the Waxahachie campus, transportation is a combination of parent dropoff/pickup, and busing. Parents at both campuses have indicated that a later pickup time due to an afterschool program may be beneficial, allowing more parents to pick up their children than at a regular dismissal time, as afterschool dismissal more closely aligns with 8-5 standard employment hours. This fits with national research that shows that afterschool programs help low-income parents maintain employment (Afterschool Alliance, 2016). In order to ensure that students with the greatest academic need who normally ride a bus to school are not prevented from attending the program due to lack of transportation, funding for transportation for a late bus is included in the budget. At both campuses, for students who do not walk home, take the bus, or have verified carpool arrangements on file, parents will be required to sign their child/children out when they arrive to pick them up. For students who walk home or take public transportation, the YMCA has policies and procedures to address children not being picked up by their parents to ensure their safety after hours. These accommodations will be made on a student by student basis. A school administrator, teacher(s), or the Site Coordinator will monitor the sign-in/sign-out, student walker, and parent pickup at each campus during program hours to ensure all students arrive and leave campus in a safe manner and are released to parent/guardian on the approved sign out sheet.

**Transportation to the Summer Program at the YMCA.** FFA will partner with the YMCA to provide a 6-week Summer Program for FFA students at both campuses. The Summer Program will occur at local YMCA sites closest to the school campus sites. The Moorland Family YMCA is closest to the FFA Oak Cliff Campus and the Waxahachie Family YMCA is closest to the Waxahachie campus. Although most parents will be able to drop-off/pickup their students directly at the corresponding YMCA site each day (each YMCA site is approximately 2 miles from the corresponding FFA campus), transportation funding is requested for funding for busing or other transportation to ensure that the students with highest needs are not prevented from attending due to transportation issues. **Field Trips.** Additional funding for summer field trip enrichment and exposure experiences are requested as a part of the YMCA Summer Program. Many of our students are isolated culturally and linguistically, and have often never left their neighborhoods to access local museums and cultural and recreational opportunities. Grant funding is requested for transportation for field trips for the Summer Program.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

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Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the **volunteers**. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

There are several ways that volunteers will be encouraged to be involved in and support the FFA/YMCA ACE Centers. The Project Management Team (PMT), including the Project Director and Family Engagement Specialist, in collaboration with the Community Advisory Council, will work to identify and recruit volunteers to support the project's **after school and summer academic and enrichment activities**. The PMT will identify and recruit volunteers from Faith Family Academy high school students and alumni, parents, and community, business, civic, and faith-based partners, as well as the YMCA community. Faith Family Academy has partnerships with numerous civic, higher education, and community organizations to draw upon to expand volunteer involvement with FFA/YMCA ACE Centers, including: the Dallas North Rotary Club, Cedar Valley College, Mountain View College, North Dallas Chamber of Commerce, and the Oak Cliff Chamber of Commerce. **Faith Family Academy** has a strong **high school community service program**, including a requirement for all graduating seniors to perform at least 100 hours of community service before they graduate. In recent years, many FFA high school students have performed 150+ hours of community service, and FFA high school students are routinely seeking meaningful volunteer activities. In 2017, 40 of 84 graduating seniors received the prestigious **National Presidential Volunteer Service Award**, which certifies and awards citizens who have performed significant volunteer service in their communities. As a part of the FFA/YMCA ACE Centers, high school students will be recruited and offered volunteer opportunities to assist with the project's **academic and enrichment** activities, such as tutoring assistance, recreation/sports, artistic (dance, theater, music), and student leadership activities. The **YMCA** is also well-known for creating a **strong culture of volunteering** and opportunities for their members and community partners to serve in supporting programs. The **Community Advisory Council** members will help identify additional volunteer partners to enhance the project's academic and enrichment programming, such as local libraries and librarians who have offered to bring in programs on literacy and reading to increase interest and engagement in reading and literacy activities. **FFA and YMCA community partners and volunteers** will also be recruited to serve as volunteers for hands-on and interdisciplinary enrichment activities, such as robotics activities with the students that support STEM projects and activities culminating in a STEM Fair. **Interdisciplinary, interactive after school enrichment projects** offer a perfect opportunity to expand volunteer involvement of **parents and community members**. An example of this type of programming includes after school enrichment activities centered around a cultural awareness theme where students learn about different countries: explore what students in other countries do for entertainment and what their school systems look like; and learn how to make foods specific to as region culminating in a "Trip Around the World" experience. This type of activity will easily incorporate parent and community volunteers from different cultural backgrounds by asking them to come in and talk to kids about their culture. Volunteers from local and regional businesses and international civic organizations, such as Rotary International add real-life perspectives and workforce readiness to global responsibility and service learning enrichment activities that center around globalization and companies use of Capital Resources, Human Resources, Natural Resources.

**Volunteer training and background checks.** Both FFA and the YMCA have processes and procedures to provide background checks for all volunteers to work in programs in the schools, and will coordinate background check and volunteer training processes for the project. For both FFA and the YMCA, the safety of children in our programs is the highest priority. We require that volunteers are screened to be sure they are safe to work around children and our YMCA. All volunteers complete a criminal background check and child abuse prevention training as these elements are critical in ensuring volunteers are safe to work around children. Volunteer Matters is an online volunteer application and management system. While it was designed for volunteers, the Y will be using it for both volunteers AND independent contractors.

**Positive impact on long-term sustainability.** One of the goals of creating volunteer opportunities in the program is to build long-term awareness, support, and sustainability for the project through positive volunteer experiences with the project. The involvement of Family Academy high school students and alumni, parents, and community, business, civic, and faith-based partners, as well as the YMCA community will expand and enhance support in the community, leading to additional volunteer, partner, and financial support critical to support the long-term sustainability of the project.

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Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

As noted in the attached **letter of commitment (Priority Points) signed by 100% of board members**, the **Faith Family Academy Board of Directors** is deeply committed to the long-term sustainability of this project and will work with district leaders, the Project Director, and Project Management Team, to identify additional sources of support for program sustainability. The **FFA/YMCA ACE Center** project was designed from the start to lay a **strong foundation for sustainability by leveraging existing significant state, federal, and local funding to underwrite key costs**, including personnel, materials and supplies, and facilities and operations costs (See Schedule #16, Part 10). The district's Chief Financial Officer works with the Curriculum & Accountability, School Leadership, School Operations, and Human Resources departments to coordinate the efficient use of local, per-pupil funding, grants from the state, and federal Title funds in the in the operation of granted programs. Efforts to identify additional funding sources and to maximize state and local allotments will continue over the next three years so that this 21st CCLC program can be sustained, expanded, and continued after the TEA funding period ends.

The **Project Director** will coordinate efforts with the **Project Management Team, Community Advisory Council, FFA Executive Director of Development**, the Faith Family Education Foundation, and the YMCA of Metropolitan Dallas to engage in a wide-ranging plan to ensure the financial, volunteer, and human capital resources needed to sustain the programming. Upon notice of funding, the Project Director, in collaboration with the PMT and the Community Advisory Council, will develop a detailed **communications, partnership expansion, and fundraising plan** to engage key community partners and supporters and secure additional resources to ensure program sustainability. The Project Director will work with the Community Advisory Council to **increase awareness of the project** with parents, teachers, students, and community partners, as well as to **establish and expand new partnerships** that support the continuation of academic, enrichment, parent and family, and college and career readiness activities after the grant period is finished. The YMCA has a strong history of partnerships in the community and will collaborate with project leadership to identify new and emerging partnership opportunities that could support the continuation of project activities, as appropriate.

The district's **Executive Director of Development (EDD)** oversees all district grant-seeking activities and will research and will identify additional **corporate, foundation, and government grant funding opportunities** to sustain program activities, as well as work with the **Faith Family Education Foundation** to engage its board members in **identifying new partners and donors** in the community to support continuation efforts. The district's Executive Director of Development will work with the PD/PMT to create a **communications and fundraising campaign** through which the **successes will be highlighted and disseminated** to partners, business and community networks, and various media outlets to attract potential funders; and host philanthropic engagement events, such as open houses, to showcase the program and solicit future funding from individual corporate, and foundation donors.

Program sustainability will also be supported through **capacity-building activities** at the programmatic level through **professional development and networking activities; training** of program staff; and **identification of efficiencies** at the program level. The Project Director, Family Engagement Specialist, and Site Coordinators will participate in all required training and other opportunities offered by the Texas ACE© program, as well as other relevant state or national conferences (e. g. Statewide Parental Involvement Conference) to establish strong 21<sup>st</sup> CCLC systems. If possible, required program staff will also participate in a TEA-facilitated sub-group of grantees to provide input on program-related implementation issues and promote statewide sustainability, to increase professional interaction of local program leadership to apply lessons learned and **mine best practices** for program systematization and continuation.

**Timeline:** Upon notice of funding, the Project Director will seek advice and counsel from the members of both the Project Management Team and Community Advisory Council in order to identify and secure local, state, federal and private funding to coordinate for grant sustainability and program continuation. Each quarter of the funding period, the PD will update the sustainability plan with additional resources and project partners and will secure commitments of continuation funding at all levels as appropriate.

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Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will **coordinate federal, state, and local programs** and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Faith Family Academy fully realizes that the institutional commitment to FFA/YMCA ACE Centers extends well beyond grant funds to encompass a much broader range of **human, financial, infrastructure, facility, volunteer, and in-kind resources and support**. Managing resources effectively involves continually assessing, updating and communicating the need for such resources, and monitoring and adjusting project activities to bring them into alignment with these needs. All resources will supplement, not supplant local, state, or federal expenditures or activities. For maximum impact of program dollars, and to effectively and efficiently manage funding from a variety of sources throughout the grant period, FFA will coordinate project activities, strategies, and materials with the following array of district, community, state, and federal resources to maximize delivery of program services for **250 students and 350 parents who will participate in the 21<sup>st</sup> CCLC program districtwide.**

**FACILITIES SUPPORT.** In support of this project, FFA campuses/sites will provide use of its facilities, classrooms, for participating students, teachers, and parents at no-cost to the proposed program. In addition, with the exception of the requested items listed in the budget narrative, FFA and participating campuses will provide such items as, but not limited to:

- **Facilities**, classrooms, campus gyms and athletic facilities, and computer labs;
- **Technology hardware and connectivity**, including servers, routers, wiring and wireless connectivity, desktops, laptops, printers, SMART Boards, document cameras, projectors, TVs/DVD players, public address system;
- **Safety and security**, including handheld radios, traffic cones, signage, visitor check-in and background scan via Raptor.

**CURRICULUM & ACCOUNTABILITY WRAPAROUND SUPPORTS.** This 21<sup>st</sup> CCLC is part of the district's larger efforts to improve student achievement in core content areas, increase attendance, improve behavior, increase grade promotion, and increase college and workforce awareness and readiness. The district has invested in significant personnel, instructional materials, technology and software, and assessment and evaluation supports to establish a strong academic program during the school day to lay the foundation for afterschool and summer efforts. The 21<sup>st</sup> Century afterschool and summer academic intervention and acceleration activities have been carefully designed to complement and extend school-day curricular materials and strategies to create a comprehensive whole of core academic (school-day) and academic intervention and acceleration activities (afterschool/summer). As a part of these efforts the district invests \$183,446 in curriculum and instructional materials, and will invest an additional \$48,293 in instructional materials for afterschool/summer materials. Coordinated funding also includes \$420,904 in instructional coaches, \$13,060 in professional development, and \$67,486 in intervention staff. These staff instructional coaches and intervention staff will work with 21<sup>st</sup> CCLC program teachers to identify student needs during common planning time and Professional Learning Communities (PLCs) during the days and create personalized academic interventions for participating students as a part of the 21<sup>st</sup> CCLC. In addition, the state, local, and federal funds support a significant investment in technology, computer, tablets and handheld devices (\$90,371), and software, such as BrainPop, iStation, and Imagine Math (\$16,211), intervention software that provide, high-interest, personalized intervention and acceleration supports for students. The 21<sup>st</sup> CCLC will also benefit from the district's investment in in assessment and evaluation (\$60,256) to support project data collection, reporting, and evaluation requirements.

Therefore, the total amount of federal, state, and local program dollars that will be combined or coordinated with the 21<sup>st</sup> CCLC grant funds is estimated at **\$900,029**, bringing the total cost to **\$1,414,833**. The **\$514,804** grant request, therefore, accounts for only 36% of the total overall program cost.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

**TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.**

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
<b>Center 1</b>	Oak Cliff Campus	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	<input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	070801002			
	Cost per student	\$ 989			
	"Regular" student target (to be served 45 days or more annually):	200 students	Parent/legal guardian target (in proportion with student target):	300 parents	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	Campus name	N/A	N/A	N/A	
	9-digit campus ID number	N/A	N/A	N/A	
Estimated transportation time	N/A	N/A	N/A		
<b>Center 2</b>	Waxahachie Campus	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	<input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	070801041			
	Cost per student	\$ 989			
	"Regular" student target (to be served 45 days or more annually):	50 students	Parent/legal guardian target (in proportion with student target):	50 parents	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	Campus name	N/A	N/A	N/A	
	9-digit campus ID number	N/A	N/A	N/A	
Estimated transportation time	N/A	N/A	N/A		
<b>Center 3</b>		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student	\$			
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>	
	Campus name				
	9-digit campus ID number				
Estimated transportation time					

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

<b>Center 4</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>		\$			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
			<b>Feeder school #1</b>		<b>Feeder school #2</b>	
	<b>Campus name</b>				<b>Feeder school #3</b>	
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						
<b>Center 5</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>		\$			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
			<b>Feeder school #1</b>		<b>Feeder school #2</b>	
	<b>Campus name</b>				<b>Feeder school #3</b>	
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						
<b>Center 6</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	<b>9-digit campus ID number:</b>					
	<b>Cost per student</b>		\$			
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
			<b>Feeder school #1</b>		<b>Feeder school #2</b>	
	<b>Campus name</b>				<b>Feeder school #3</b>	
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
Cost per student		\$			
"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
		Feeder school #1		Feeder school #2	
Campus name					
9-digit campus ID number					
Estimated transportation time					

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
Cost per student		\$			
"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
		Feeder school #1		Feeder school #2	
Campus name					
9-digit campus ID number					
Estimated transportation time					

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
Cost per student		\$			
"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
		Feeder school #1		Feeder school #2	
Campus name					
9-digit campus ID number					
Estimated transportation time					

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>Cost per student</b>	<b>\$</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>		<b>Parent/legal guardian target (in proportion with student target):</b>			

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**CENTER OPERATIONS/SCHEDULE.** FFA, in partnership with the YMCA, will provide academic assistance, enrichment, family and parental support, and college/career readiness activities in a year-long **Afterschool Program (fall/spring)** and 6-week **Summer Program** for students in Grades 2-8 at two campuses. The **Afterschool Program** will operate 5 days a week (M-F, 3:30 p.m. – 6:30 p.m.), 15 hours per week, for 29 weeks (fall/spring) for a total of **435 hours**. The **Summer Program** will operate a minimum of 4 days a week (M-Th) for at least 4 hours per day for a total of **96 hours**. The total per calendar year of **Fall, Spring, and Summer** is **35 weeks** for a total of an additional **531 hours (66 days/year)**. The **Targeted grade levels** for the project is **Grades 2-8**. The **program will begin September 4, 2018** and continue through the summer of 2019. Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. A comprehensive calendar of **parent and family engagement activities** will be developed. Parent/family activities will take place on days and times indicated through needs assessment data as most accessible to parents and families, such as evenings and Saturdays, in order to **meet the needs of working families**. The Project Director and PMT will update the Texas ACE® center schedules upon notice of funding. **PROPOSED MANAGEMENT/OPERATIONS.** The proposed management structure and budget are tightly aligned to ensure the success of center operations and meet student targets. The management plan and operations structure has been jointly developed in partnership between FFA and the YMCA. **1 full-time Project Director (PD)** (FFA employee, grant-funded) will oversee the implementation, management, and administration of the overall program, as well as supervise the activities of the **Family Engagement Specialist** and the **Site Coordinators**. The principals and Site Coordinators will work hand-in-hand to ensure fidelity of program implementation. **1 full-time Family Engagement Specialist (FES)** (FFA employee, 100% district-funded) will coordinate parent and family engagement services at both campuses. **1 full-time Site Coordinator (SC)** will manage and administer the program at **each campus** (YMCA employee, grant-funded). A **Community Advisory Council** will be established and include the PD, the FES, a representative from the YMCA, at least one SC, campus administrator, at least one parent, one teacher, one student, and community partners. Both the FFA and the YMCA employ regular executive-level leadership meetings to review key organizational initiatives and data points aligned to student achievement, attendance, behavior, persistence. Both organizations will use these senior level leadership meetings to monitor and ensure academic, support services, staffing, financial and facilities needs needed for the success of the FFA/YMCA ACE Program. These meetings may include reports from the **Project Director/Project Management Team (PMT)** and the **Project Evaluator** to ensure program compliance and necessary adjustments made in a timely manner. The **PMT** will consist of the PD, 2 Site Coordinators, FES, campus administrators, and senior leadership from both organizations. This team will meet **weekly** (or as needed) throughout the program implementation period to identify program-wide needs, strategies, challenges, and solutions; communicate about program activities, staffing, training opportunities; and monitor and adjust program activities as determined by data-indicated need. The Community Advisory Council, chaired by the PD, will meet **quarterly** to review participant data and evaluate program effectiveness and responsiveness to student and parent needs; advise staff on program adjustments to increase program quality and increase community awareness and involvement and partnership support; and inform operations and sustainability plans. **STAFF TRAINING AND SUPPORT.** Project funds have been budgeted for all key staff—the PD, FES, and SCs (as required) to attend and participate in all necessary orientation, implementation, data tracking, and program implementation training sessions each year of the project period. In addition, the budget includes funds to send selected staff to local, state, or national out-of-school-time to conferences, workshops, or other training as a commitment to the ongoing development of these staff. Project team staff (PD, FES, SCs) will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events. Staff will make judicious use of Technical Assistance Coordinators and other training and support opportunities offered throughout the funding period to build staff capacity and support program sustainability efforts. As a result of this training and support, FFA/YMCA ACE Center program staff will be well equipped to provide a sound, research-based program that is aligned with and extends the regular instructional school day. In addition, employees of FFA and the YMCA will receive ongoing training and support through each organization, respectively, as appropriate to their roles.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 070801

Amendment # (for amendments only):

**TEA Program Requirement 3: EVALUATION PLAN** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality.

**EVALUATION DESIGN.** Evaluation of FFA/YMCA ACE Centers will be conducted by an **independent evaluator**. The evaluator will conduct **formative and summative evaluation** based on the process as outlined in **PRIME Blueprint for Texas ACE**. Formative evaluation will focus on addressing whether or not the **objectives are being implemented as planned and whether the project is making progress towards achieving its objectives**. Methods to collect quantitative and qualitative data for the **formative evaluation** (in compliance with FERPA) include: participant surveys (students, parents, teachers, administrators) (semester); Center participation and activity logs (weekly); types of programs and activities – topics, frequency, participation rates, competencies gained (weekly); number of students/parents served at each Center (weekly); comparison of pre-post records of participating students' academic performance and behavior (attendance rates, course grades, STAAR achievement results, grade promotion, disciplinary actions, etc. (monthly/as appropriate); formal/information observations by project staff, teachers, administrators (quarterly); type of curriculum utilized (weekly); and other related program data to measure performance targets (monthly/as appropriate). Data on the **objective performance measures identified by TEA**, including school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies will be utilized to **assess project implementation against each objective**. All benchmarks and milestones for each goal will be monitored closely and reported according to a set evaluation cycle; baseline data will be obtained during initial implementation in order to properly evaluate the progress of each goal. The **summative evaluation** will determine whether or not the ACE program impacts: increased utilization of school sites beyond "normal" school hours in a safe environment; reduced numbers of unsupervised children afternoons and in the summer; increased student academic skill levels and performance on standardized tests (STAAR); and increased parental involvement. The evaluation design will also solicit community, partner, staff, teacher, student/parent feedback through multiple methods, including surveys. Annual evaluation data will be compared to baseline data for each performance measure. FFA will submit all required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA, including required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA. **DATA COLLECTION.** The **Project Director** will ensure that all **21<sup>st</sup> Century Student Tracking (TX21st) system data collection and reporting requirements** are met, and that all required data is uploaded to the TX21st system. The PD will enter Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data in August and update any changes. Center Operations data will be updated at the beginning of each term (PD); data entered in the system will support the approved application and operating schedule. Participant and enrollment data will be entered in September. **Site Coordinators** will be responsible for data collection of participant and enrollment data collection and **daily attendance data collection**; participant and enrollment data and attendance data will be entered daily or weekly into TX21st by the PD utilizing an online data-collection system. Exception reports and data corrections will be completed and reviewed by the PD. District PEIMS Specialists will provide district data for the uploading of state-required student data into TX21st. **FEEDBACK/CONTINUOUS IMPROVEMENT.** FFA is committed to utilizing performance feedback for continuous improvement and will use processes and procedures that incorporate all essential control functions, oversight, and elements to ensure efficient and effective program implementation. The **Project Management Team** will meet weekly (or as needed) in order to monitor data and act swiftly to correct any problems with project delivery. The PMT, as advised by the **Project Evaluator**, and with guidance from the **Community Advisory Council**, will be accountable for maintaining a data-driven balance of program activities that are engaging for students and parent and that achieve the objectives of the 21<sup>st</sup> CCLC program, and will be able to determine the extent to which weaknesses, problems, or concerns are addressed in a timely manner as the implementation process. Analysis of data will be also performed by evaluator on a quarterly basis to yield timely feedback to the as a resource in data-informed decision-making. The independent evaluator will prepare quarterly reviews and annual reports that address the accomplishments and progress made by the program towards each objective for the Project Director/PMT, Site Coordinators, Principals, Superintendent, Community Advisory Council and partners. Evaluation data, reports, and recommendations made by the evaluator will be used to improve, enhance and support the program. In order to share program results with all stakeholders, program results will be disseminated at school district board, school/faculty, and district leadership team meetings and by letters to parents (in English and Spanish), campus/district websites, local community newspapers, social media and announcements made during parent meetings.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 070801

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	X	X	X parents
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	X	X	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	X	X	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	X	X	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	X	<input type="checkbox"/>	X parents
B02	Provide interpreter/translator at program activities	X	<input type="checkbox"/>	X parents
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	X	X	X parents
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	X	X	X parents
B05	Develop/maintain community involvement/participation in program activities	X	X	X parents
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	X	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	X	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	X	<input type="checkbox"/>
B09	Provide parenting training	X	<input type="checkbox"/>	X parents
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	X parents

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 070801

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	X parents
B13	Provide child care for parents participating in school activities	X	<input type="checkbox"/>	X parents
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X	<input type="checkbox"/>	X parents
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	X
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	X	X	X parents
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	X	X	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	X	X	X parents
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	X	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	X	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 070801

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	X	<input type="checkbox"/>	X parents
C09	Conduct parent/teacher conferences	X	X	X parents
C10	Strengthen school/parent compacts	X	X	X parents
C11	Establish collaborations with law enforcement agencies	X	<input type="checkbox"/>	X
C12	Provide conflict resolution/peer mediation strategies/programs	X	X	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	X	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	X	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	X	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X	X	X parents
D07	Provide community service programs/activities	X	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	X	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	X	X	X
D10	Establish school/parent compacts	X	X	X
D11	Develop/maintain community collaborations	X	X	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	X	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	X	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	X	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	X	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	X	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	X	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	X	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	X	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	X	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 070801

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	X	X	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	X	X	X parents
K02	Develop and implement a truancy intervention plan	X	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	X	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	X	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	X	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	X	X	X parents
K08	Strengthen school/parent compacts	X	X	<input type="checkbox"/>
K09	Develop/maintain community collaborations	X	X	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	X	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	X	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	X	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	X	X	<input type="checkbox"/>
M02	Conduct home visits by staff	X	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	X	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	X	X	X parents
M05	Establish school/parent compacts	X	X	X
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	X
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	X	X	X parents
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	X
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	X	<input type="checkbox"/>	X parents
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X	X	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	X
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	X	X	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	X	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	X	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	X	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	X	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	X	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	X	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	X	X	X parents
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	X	X	X parents

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County-District Number or Vendor ID: 070801

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	X	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	X	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	X parents
Q03	Conduct program activities in community centers and other neighborhood locations	X	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 070801

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☐ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

**Assurances**

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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